



An Active Learning Trust School

## Student Mental Health and Wellbeing Policy

2025



<b>DOCUMENT</b>	<b>Student Mental Health and Wellbeing Policy</b>
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<b>Version No:</b>	1
<b>Review Timetable:</b>	Annually
<b>Review:</b>	The document should be reviewed by a nominated member of staff and updated annually if required; after ratification or earlier if there is any new local or national guidance, changes in process, or legislation.
<b>Purpose of Document:</b>	To give guidance on behaviour to ensure that high standards are maintained.
<b>Implementation:</b>	The procedures will be accessed via the Staff Share on the V Drive
<b>Dissemination:</b>	The procedures will be available to all staff, teaching and non-teaching

**Contents page:**

<b>Section</b>	<b>Content</b>	<b>Page</b>
1	<b>Aims</b>	4
2	<b>Legislation and Guidance</b>	4
3	<b>Roles and Responsibilities</b>	4
4	<b>Procedure to follow in case of acute mental health crisis</b>	5
5	<b>Warning signs</b>	6
6	<b>Managing disclosures</b>	6
7	<b>Confidentiality</b>	6
8	<b>Supporting students</b>	7
9	<b>Supporting and collaborating with parents/carers</b>	9
10	<b>Supporting peers</b>	9
11	<b>Signposting</b>	10
12	<b>Whole School approach to promoting mental health awareness</b>	10
13	<b>Training</b>	10
14	<b>Support for staff</b>	10

## 1. Aims

At Neale Wade Academy we are committed to supporting the mental health and wellbeing of students, parents, carers, staff and other stakeholders.

This policy focuses on students' mental health and wellbeing. It aims to:

- Set out our school's approach to promoting positive mental health and wellbeing for all students across our school
- Provide guidance to staff on their role in supporting students' mental health and wellbeing, including how they can foster and maintain an inclusive culture in which students feel able to talk about and reflect on their experiences of mental health
- Support staff to identify and respond to early warning signs of mental health issues
- Inform students and their parents/carers about the support they can expect from our school in respect of students' mental health and wellbeing, and provide them with access to resources

It should be read alongside:

- SEND policy
- Behaviour policy
- Anti-bullying policy
- Child protection and safeguarding policy

## 2. Legislation and guidance

This policy was written with regard to:

[The Equality Act 2010](#)

[The Data Protection Act 2018](#)

Articles 3 and 23 of the [UN Convention on the Rights of the Child](#)

## 3. Roles and responsibilities

All staff are responsible for promoting positive mental health and wellbeing across our school and for understanding risk factors. If any members of staff are concerned about a student's mental health or wellbeing, they should inform the Designated Safeguarding Team, and her team through following the safeguarding procedures.

Certain members of staff have extra duties to lead on mental health and wellbeing in school. These members of staff include:

Principal: Mr Horn

Senior Leader for Safeguarding/ Designated Safeguarding lead (DSL): Mrs Elliott

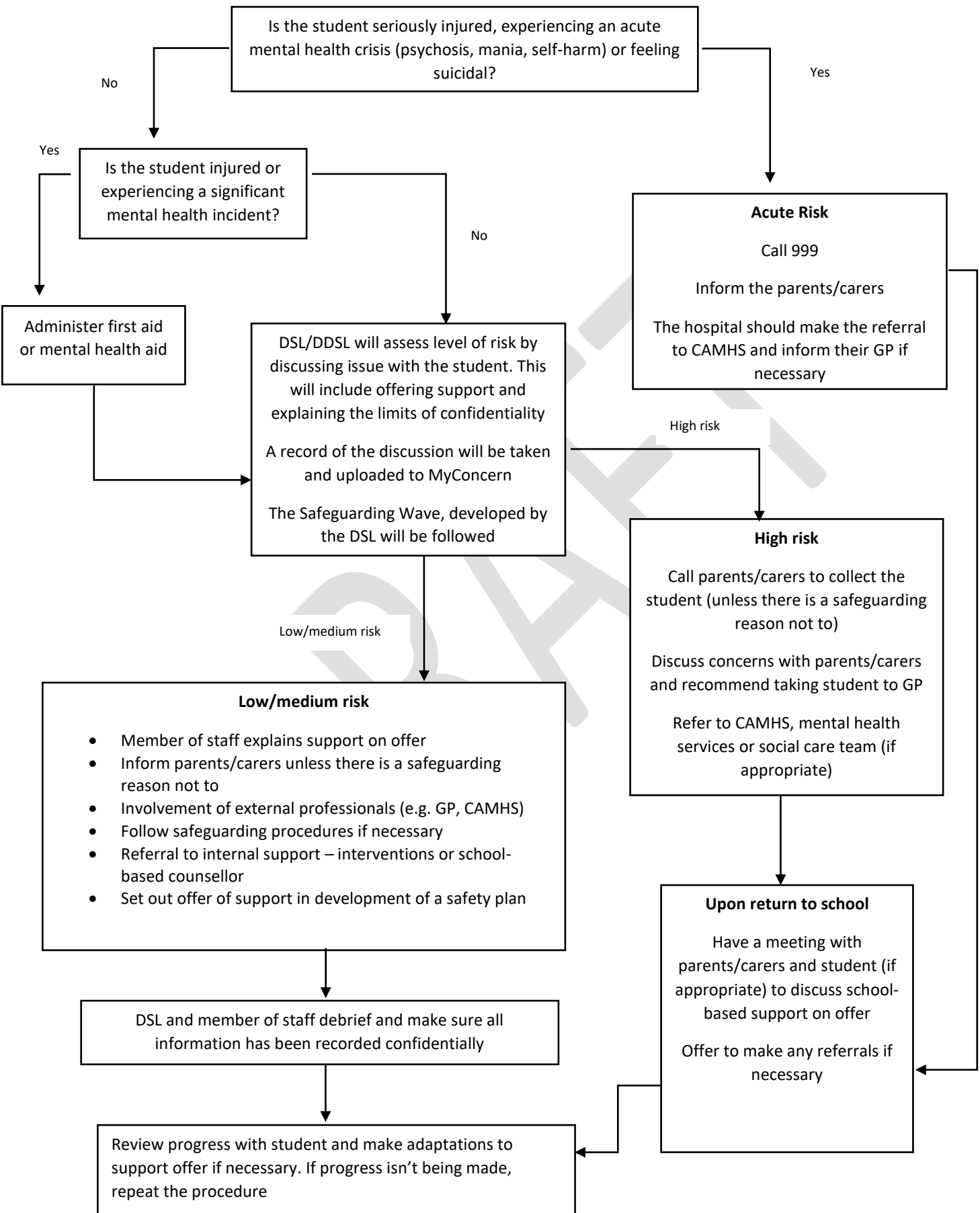
Special Educational Needs Co-ordinator (SENCO)

Deputy Designated Safeguarding Leads: Mr Newton, Mrs Paul, Mrs Martin and Mr Griffiths

Attendance Officers: Mrs Simper, Mrs Lilley and Mrs Stevenson

Attendance Champion: Mr Wilson

## 4. Procedure to follow in a case of acute mental health crisis



## 5. Warning signs

All staff will be on the lookout for signs that a student's mental health is deteriorating. Some warning signs include:

Changes in:

- Mood or energy level
- Eating or sleeping patterns
- Attitude in lessons or academic attainment
- Level of personal hygiene
- Social isolation
- Poor attendance or punctuality
- Expressing feelings of hopelessness, anxiety, worthlessness or feeling like a failure
- Abuse of drugs or alcohol
- Rapid weight loss or gain
- Secretive behaviour
- Covering parts of the body that they wouldn't have previously
- Refusing to participate in P.E. or being secretive when changing clothes
- Physical pain or nausea with no obvious cause
- Physical injuries that appear to be self-inflicted
- Talking or joking about self-harm or suicide

## 6. Managing disclosures

If a student makes a disclosure about themselves or a peer to a member of staff, staff should remain calm, non-judgmental and reassuring.

Staff will focus on the students emotional and physical safety, rather than trying to find out why they are feeling that way or offering advice.

Staff will always follow our school's safeguarding policy and pass on all concerns to the DSL and her team. All disclosures are recorded and stored in the students confidential child protection file.

When making a record of a disclosure, staff will include:

- The full name of the member of staff who is making the record
- The full name of the student(s) involved
- The date, time and location of the disclosure
- The context in which the disclosure was made
- Any questions asked or support offered by the member of staff

## 7. Confidentiality

Staff will not promise a student that they will keep a disclosure secret – instead they will be upfront about the limits of confidentiality.

A disclosure cannot be kept secret because:

- Being the sole person responsible for a student's mental health could have a negative impact on the member of staff's own mental health and wellbeing
- The support put in place for the student will be dependent on the member of staff being at school
- Other staff members can share ideas on how to best support the student in question

Staff should always share disclosures with the Safeguarding team. If information needs to be shared with other members of staff or external professionals, it will be done on a need-to-know basis, by the Safeguarding team.

Before sharing information disclosed by a student with a third party, the member of staff will discuss it with the student and explain:

- Who they will share the information with
- What information they will share
- Why they need to share that information

Staff will attempt to receive consent from the student to share their information, but the safety of the student comes first. Parents/carers will be informed unless there is a child protection concern. In this case the child protection/ safeguarding policy will be followed.

### **7.1 Process for managing confidentiality around disclosures**

1. Student makes a disclosure
2. Member of staff offers support
3. Member of staff explains the issues around confidentiality and rationale for sharing a disclosure with the Safeguarding Team
4. Member of staff will record the disclosure
5. A member of the Safeguarding Team will follow up on the concern, taking the necessary actions.
6. Any other relevant members of staff or external professionals will be informed on a need-to-know basis by a member of the Safeguarding team.

## **8. Supporting students**

### **8.1 Baseline support for all students**

As part of our school's commitment to promoting positive mental health and wellbeing for all students, our school offers support to all students by:

- Raising awareness of mental health during assemblies, tutor time, PSHE (Life Skills) and mental health awareness week as some examples
- Signposting all students to sources of online support on our school website, ensuring a range of support network leaflets/ posters are displayed too
- Having open discussions about mental health during lessons, across the curriculum
- Providing students with avenues to provide feedback on any elements of our school that is negatively impacting their mental health
- Monitoring all students' mental health through assessments, students voice, safety plans, risk reaction plans etc.
- Appointing a senior mental health lead team with a strategic oversight of our whole school approach to mental health and wellbeing

- Offering pastoral support, e.g. through heads of year
- Making classrooms a safe space to discuss mental health and wellbeing through interventions such as:

## **8.2 Assessing what further support is needed**

If a student is identified as having a mental health need, the DSL and her team will take a graduated and case-by-case approach to assessing the support our school can provide, further to the baseline support detailed above in section 8.1.

Our school will offer support in cycles of:

- Assessing what the students mental health needs are
- Creating a plan to provide support
- Taking the actions set out in the plan
- Reviewing the effectiveness of the support offered

## **8.3 Internal mental health interventions**

Where appropriate, a student will be offered support that is tailored to their needs as part of the graduated approach detailed above. The support offered at our school includes:

- 1:1 support
- ELSA sessions
- Group interventions
- Check-in's with form tutors and the wider pastoral team

## **8.4 Risk Reduction Plans**

A student will be offered a Risk Reduction Plan if it is felt that the student will require additional support in order to be safe in school

Risk Reduction Plans are written in collaboration with the student (if appropriate), their parent/carer, and any other relevant professionals. The Risk Reduction plan is more detailed than a safety plan. A safety plan is a plan where the student identifies strategies to support emerging mental health needs. A Risk Reduction Plan is where an assessment of risk is carried out and detailed strategies developed to promote the safety of a vulnerable student.

The students Risk Reduction Plan will contain the following details:

- The mental health issue (and its triggers, signs, symptoms and treatments)
- The students needs resulting from the condition
- Specific support for the students educational, social and emotional needs
- The level of support needed
- Who will provide the support
- Who in our school needs to be aware of the child's condition
- What to do in an emergency



## 8.5 Making external referrals

If a student's needs cannot be met by the internal offer our school provides, our school will make, or encourage parents/carers to make, a referral for external support.

A student could be referred to:

Their GP or a paediatrician

CAMHS

Mental health charities (e.g. [Samaritans](#), [Mind](#), [Young Minds](#), [Kooth](#))

Local counselling services

## 9. Supporting and collaborating with parents/carers

We will work with parents/carers to support students' mental health by:

- Asking parents/carers to inform us of any mental health needs their child is experiencing, so we can offer the right support
- Informing parents/carers of mental health concerns that we have about their child
- Engaging with parents/carers to understand their mental health and wellbeing issues, as well as that of their child, and support them accordingly to make sure there is holistic support for them and their child
- Highlighting sources of information and support about mental health and wellbeing on our school website, including the mental health and wellbeing policy
- Liaising with parents/carers to discuss strategies that can help promote positive mental health in their child
- Providing guidance to parents/carers on navigating and accessing relevant local mental health services or other sources of support (e.g. parent/carer forums)
- Keeping parents/carers informed about the mental health topics their child is learning about in PSHE (Life Skills), and share ideas for extending and exploring this learning at home

When informing parents/carers about any mental health concerns we have about their child, we will endeavour to do this face-to-face or via Telephone. However, there may be times where email communication takes place

These conversations can be difficult, so our school will ensure that parents/carers are given time to reflect on what has been discussed, and that lines of communication are kept open, with parents/carers being able to seek support and ask further questions

A record of what was discussed, and action plans agreed upon in the meeting will be recorded and added to the student's confidential record

If appropriate, a Safety Plan or Risk Reduction Plan will be created in collaboration with parents/carers

## 10. Supporting peers

Watching a friend experience poor mental health can be very challenging for students. Students may also be at risk of learning and developing unhealthy coping mechanisms from each other.

We will offer support to all students impacted by mental health directly and indirectly. We will review the support offered on a case-by-case basis. Support might include:

- Strategies they can use to support their friends
- Things they should avoid doing/saying
- Warning signs to look out for

- Signposting to sources of external support

## 11. Signposting

Sources of support are displayed around our school and linked to on our school website, so students and parents/carers are aware of how they can get help. The Safeguarding team also deliver workshops for parents/carers regarding mental health concerns and deliver sessions, with external agencies too.

The DSL and her team will be available to provide further information to students and parents/carers if they want to learn more about what support is available.

## 12. Whole school approach to promoting mental health awareness

### 12.1 Mental health is taught in PSHE (Life Skills)

We follow the [PSHE Association Guidance teaching mental health and emotional wellbeing](#).

Students are taught to:

- Develop healthy coping strategies
- Challenge misconceptions around mental health
- Understand their own emotional state
- Keep themselves safe

For more information, see our PSHE curriculum

### 12.2 Creating a positive atmosphere around mental health

Staff will create an open culture around mental health by:

- Discussing mental health with students in order to break down stigma
- Encouraging students to disclose when their mental health is deteriorating

## 13. Training

All staff will be offered training so they:

- Have a good understanding of what students' mental health needs are
- Know how to recognise warning signs of mental ill health
- Know a clear process to follow if they identify a student in need of help

In addition to this information regarding Adverse Childhood Experiences will be delivered and the local Mental Health Support Team also deliver staff awareness briefings.

## 14. Support for staff

We recognise that supporting a student experiencing poor mental health can affect that staff member's own mental health and wellbeing. To help with this we will:

- Treat mental health concerns seriously
- Offer staff supervision sessions
- Support staff experiencing poor mental health themselves
- Create a pleasant and supportive work environment
- Offer an employee assistance programme